



# **School Strategic Plan**

**2009 - 2012**

**School Principal (Acting):** George Perini

**School Council President:** Jenny DeWitte

## 1. School Profile

### Purpose

To provide engaging and dynamic learning experiences for all students within a caring school community that nurtures individuals and motivates them to reach their full academic and personal potential.

### School Values

<b>Respect</b> <ul style="list-style-type: none"><li>• Care for self, others and the environment</li><li>• Accept and embrace diversity</li><li>• Tolerate different opinions</li></ul>	<b>Responsibility</b> <ul style="list-style-type: none"><li>• Be accountable for your actions</li><li>• Make a commitment to all that you do</li><li>• Act in a fair and reasonable manner</li></ul>
<b>Relationships</b> <ul style="list-style-type: none"><li>• Be trustworthy and honest</li><li>• Get along with others</li><li>• Be sensitive to the feelings of others</li></ul>	<b>Teamwork</b> <ul style="list-style-type: none"><li>• Cooperate and share</li><li>• Learn together in a supportive way</li><li>• Persist and make a genuine effort</li></ul>

## **The Environment**

### **Community**

- Declining enrolment
- Poor community perception of the school
- Part of the Yarra Valley network of schools
- Very mixed social demographic with significant social need in parts of the community
- Staff opinion of their working life has shown a marked decline

### **Educational**

- Experienced and committed staff
- Student achievement at Year 7 & 9 are at or just below state benchmarks
- VCE results are higher than predicted by SFO data
- Success in finding pathways for students
- Poor retention especially within the senior school
- New Year 9 program being introduced in 2009
- Student Connectedness variable across year levels and years
- Significant Indigenous population (20-25) however few successfully complete Year 12
- Finalise Performance and Development Culture accreditation during 2009

### **Technological**

- Part of Yarra Valley e-Learning Community
- School is equipped with computers at a ratio of 1:3.6
- A number of classrooms have interactive whiteboards
- The school has an eLearning Plan

### **Environmental – Building & Grounds**

- Condition of buildings are an ongoing concern
- Staff and student working conditions are poor in some parts of the school
- Entry into Building Futures Program is a high priority
- Ongoing maintenance of old buildings and large grounds are a concern
- Extensive playing areas including large grassed areas, community centre, pool and oval.

## 2. Strategic Intent

Strategic Intent	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To improve student learning outcomes	<ul style="list-style-type: none"> <li>• At least 15% of students with A or B grades in English and mathematics.</li> <li>• Less than 20% of students identified with grades D and E.</li> <li>• Mean score of VELS assessment at Year 9/10 to be at or above: 5.35/5.8 in reading, writing and speaking and listening.</li> <li>• Mean score of VELS assessment at Year 9/10 to be at or above: 5.30/5.75 in mathematics - measurement and structure.</li> <li>• Mean school score for NAPLAN to be equal or higher than AIM equivalent of:               <ul style="list-style-type: none"> <li>○ Y9: reading 5.1</li> <li>○ Y9: mathematics 4.8</li> </ul> </li> <li>• All study scores at VCE to be equal to or higher than 29.0</li> <li>• 100% of studies to have GAT adjusted scores above negative 1 study point.</li> <li>• % VCE study scores at or above 40 to be 6.1%.</li> <li>• VET completion to be at or higher than 89%.</li> <li>• VCAL completion to be at or higher than 89%.</li> <li>• Achieve P&amp;DC accreditation in 2009.</li> <li>• Parent opinion of classroom behaviour to be at or above the score of 3.47.</li> <li>• Staff opinion of student motivation to be at or above the score of 49.2 and of classroom misbehaviour to be at or below 20.9.</li> </ul>	To build the capacity of staff to respond to change within a framework of an agreed and shared school vision.
<b>Student Pathways and Transitions</b>	To improve student transition, retention and pathways across the school.	<p>VET participation to be at or above 24.0%</p> <p>VCAL participation to be at or above 12.0%</p> <p>Real retention rate to be at or above for:</p> <ul style="list-style-type: none"> <li>• 7 to 10 – 73.5%</li> <li>• 7 to 12 – 51.1%.</li> </ul> <p>University and TAFE destination rate to be 50.0%</p> <p>Apprenticeship destinations to total 20%</p> <p>Unknown destinations to be nil at all levels.</p> <p>Parent opinion to be at or above state secondary means:</p> <ul style="list-style-type: none"> <li>• transitions – 5.23;</li> <li>• approachability – 5.19; and</li> <li>• parent input – 4.83</li> </ul> <p>To improve our intake of Year 7 students to be 60% of the Year 6 intake of our feeder primary schools.</p>	<p>To build and differentiate the learning pathways for students from Year 9 through Year 10 and into VCE.</p> <p>To encourage goal setting and personal learning from Year 7 to 9 to facilitate pathway planning for post compulsory schooling for all students</p> <p>To build learning pathways with our feeder primary schools and improve the transition in the middle years.</p>

Strategic Intent	Goals	Targets	Key Improvement Strategies
<p><b>Student Engagement and Wellbeing</b></p>	<p>To improve the engagement of students.</p>	<p>Mean student absence rate to be at or lower than state mean i.e. 16.3 days with at or lower year levels absence of</p> <ul style="list-style-type: none"> <li>Year 7 – 14.8 days,</li> <li>Year 8 – 18.1 days,</li> <li>Year 9 – 19.9 days,</li> <li>Year 10 -18.2days,</li> <li>Year 11 – 14.1 days, and</li> <li>Year 12 – 11.0 days.</li> </ul> <p>Student attitudes to school survey for the whole school to be at or above the following scores:</p> <ul style="list-style-type: none"> <li>school connectedness – 3.43,</li> <li>classroom behaviour – 2.72, and</li> <li>student motivation – 4.06</li> </ul> <p>Additionally measure improved student attitudes through student focus groups.</p>	<p>To develop a school-wide culture of personalised learning and high expectations.</p>

### 3. Indicative Planner Student Learning

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
To build the capacity of staff to respond to change within a framework of an agreed and shared school vision.	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a consistent and effective understanding of VELs and the associated assessment and reporting.</li> <li>▪ Develop an agreed policy for teaching and learning incorporating PoLT, the effective schools model, e-learning and E5 instructional model and document guidelines for future use and induction.</li> <li>▪ Analyse VCE results using the VCE data service to inform future teaching.</li> <li>▪ Develop an assessment regime across Years 7 to 10 and analyse student performance data beginning with primary school NAPLAN.</li> <li>▪ Provide targeted literacy and numeracy support for all students who are consistently below the expected level in mathematics and English.</li> <li>▪ Formalise the use of different sources of feedback to inform teaching practices and include within performance plans.</li> <li>▪ Enhance goal congruency by ensuring the inclusion of appropriate school goals and negotiated targets within performance plans including relevant and aligned professional learning.</li> <li>▪ Review the student management model to allow more responsibility and leadership by classroom teachers. (also refer to Student Engagement)</li> <li>▪ Clearly articulate student management policy and the role of all staff in enforcing this policy.</li> <li>▪ Examine curriculum provision to provide for greater depth of learning, less travel time and congestion, ability to work with different groups of students within one class and fewer different classes per day for students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation of performance and development policy</li> <li>▪ Documented curriculum consistent with VELs</li> <li>▪ Total implementation of Year 9 program</li> <li>▪ Staff using various forms of data within new review documentation</li> <li>▪ Development of new pro-formas consistent with performance and development policy, and review</li> <li>▪ Survey school community in relation to responsibility and leadership in classroom. Based on data develop an action plan</li> <li>▪ Establish a PLT to examine curriculum provision etc and report back by end of term 3</li> <li>▪ Review the changes to Maths program- new Year 10 subject and the Year 9 program in respect to student outcomes.</li> <li>▪ Maths and English KLA's to develop individual learning plans for students to improve results. These to be developed using NAPLAN data</li> <li>▪ Develop assessment policy across Years 7-10 consistent with VELs</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Understand the academic program of the primary feeder schools.</li> <li>▪ Develop and use digital learning portfolios to assist with tracking and monitoring of student progress.</li> <li>▪ Develop and ensure consistent implementation of the school e-learning policy and plans.</li> <li>▪ Provide for collaboration and cooperation in learning at senior level (10-12) within and beyond Healesville H.S. to other secondary schools for a greater understanding of other students' work program and attainment.</li> <li>▪ Track student performance and determine the annual 'value added learning' taking place in students from Years 7 to 10.</li> <li>▪ Differentiate the curriculum to meet the range of student needs- from well being and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations from curriculum provision PLT implemented.</li> <li>▪ Student progress data available for all staff and utilised in the development of study units.</li> <li>▪ Establish a working party with local feeder schools to ensure continuity of learning though curriculum program and obtain student progress data</li> <li>▪ Review of student learning in Maths and English and further modifications to programs. Use of NAPLAN data</li> </ul>

		engagement-	<ul style="list-style-type: none"> <li>▪ Development of VCE sessions with other schools to improve students perceptions of VCE requirements</li> <li>▪ Provide PD for a group of teachers on differentiated curriculum, use the expertise to train others to apply this knowledge into classroom.</li> <li>▪ Review previously established pro-formas for consistency with policies</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Strengthen the Year 7 program characterised by fewer teachers, cooperative learning, student leadership within learning, small group activities and interdisciplinary learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Based on work of previous two years, targets should be closer to achieving. This year should be one to consolidate programs.</li> <li>▪ Using data –NAPLAN and school report evaluate courses and student learning.</li> <li>▪ Performance and development policy fully implemented and recognised through review process and school data</li> <li>▪ Review curriculum and assessment policy</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

## Student Pathways and Transitions

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
To build learning pathways with our feeder primary schools and improve the transition in the middle years	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a relevant and engaging Year 9 program with greater student responsibility</li> <li>▪ Involve parents directly in pathways planning beginning at Year 9</li> <li>▪ Strengthen the relationships with our feeder PS</li> <li>▪ Engage Year 5 students in the transition program</li> <li>▪ Track student learning goals from Yr 6 to Yr 7</li> <li>▪ Monitor and track 'at risk' students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieve 53 % intake of Yr 7 students from our feeder PS.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implement curriculum links and programs between the feeder primary schools and HHS.</li> <li>▪ Track student learning goals from Yr 6 to Yr 8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieve 55 % intake of Yr 7 students from our feeder PS.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Engage Year 4 and 5 students in the transition program</li> <li>▪ Track student learning goals from Yr 6 to Yr 9</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieve 58 % intake of Yr 7 students from our feeder PS.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Consolidation and review of the transition program in the middle years</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieve 60 % intake of Yr 7 students from our feeder PS.</li> </ul>

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
To build and differentiate the learning pathways for students from Year 9 through Year 10 and into VCE.  and  To encourage goal setting and personal learning from Year 7 to 9 to facilitate pathway planning for post	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a relevant and engaging Year 9 program with greater student responsibility</li> <li>▪ Involve parents directly in pathways planning beginning at Year 9</li> <li>▪ Trial of VCAL program as a separate group independent of VCE</li> <li>▪ Trialling a Year 10 elective to facilitate VCAL option in semester 2</li> <li>▪ Evaluate the success of the Trade and Training Centre application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 9 program having a viable timetable</li> <li>▪ Units of work completed for Year 9 program</li> <li>▪ To have 13-16 (15-20%) students doing VCAL</li> <li>▪ To obtain 10 or more students in semester 2 for Year 10 elective</li> <li>▪ Retention rate 7-12 46% or above</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continuation of VCAL as a separate program with intermediate and senior</li> <li>▪ Implementation of revised Year 9 program</li> <li>▪ Continue seeking funding for capital works</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15-20% of students in Year 11 doing VCAL</li> <li>▪ Retention rate 7-12 47% or above</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review of VCAL program overall and impact on retention</li> <li>▪ Review and consolidation of impact on post compulsory schooling</li> <li>▪ Consolidation of funding process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retention rate Year 7-12 - 49% or above</li> <li>▪ Survey of staff, students and parents for Year 9 program.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review of VCAL program overall and impact on retention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retention rate Year 7-12 - 51% or above</li> </ul>

compulsory schooling for all students			
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## Student Engagement and Wellbeing

Key Improvement Strategies	Actions		Achievement Milestones (Changes in practice and behaviours)
To develop a school-wide culture of personalised learning and high expectations.	Year 1	<ul style="list-style-type: none"> <li>▪ Extend individual learning goals into plans for indigenous students, students with learning difficulties and Year 9 students</li> <li>▪ Implement digital portfolios and student led, parent - teacher interviews with Year 7 and 9</li> <li>▪ Review and strengthen the Middle and Later Years SRC to encourage leadership and gain student voice on a broad range of issues</li> <li>▪ Provide a focus group at Year 9 to ascertain student needs and attitudes</li> <li>▪ Strengthen the understanding and use of PoLT by staff</li> <li>▪ Differentiate the curriculum to meet the range of student needs</li> <li>▪ Provide students with the opportunity to be more involved in optimizing the classroom learning environment at Year 9</li> <li>▪ Implement a school wide values based code of practice that is clearly understood and shared by all members of the community</li> <li>▪ Review current student management policy and seek parent and student voice to develop draft policy</li> <li>▪ Review the development of significant to groups of students from one year level.</li> <li>▪ Develop a proposal to support an invitation to be part of the Building Futures Program for new teaching and learning spaces</li> <li>▪ Review attendance recording and follow up procedures &amp; practices</li> </ul>	<ul style="list-style-type: none"> <li>• Review and change in practice at Year 9.</li> <li>• Improvement in targets for Year 9 students to state average.</li> <li>• ILP's implemented.</li> <li>• Implement the Wannik Strategy</li> <li>• Range of assessment tasks being used-for/of/as learning</li> <li>• 80% of staff completed PoLT Surveys</li> <li>• More rigorous teacher review process to improve teaching and learning performance.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Extend individual learning goals into plans for indigenous students, students with learning difficulties and Year 9 &amp; 10 students</li> <li>▪ Implement digital portfolios and student led, parent - teacher interviews with Year 7, 8 and 9</li> <li>▪ Maintain the Middle and Later Years SRC to encourage leadership and greater articulation of student voice on a broad range of issues</li> <li>▪ Provide a focus group at Year 7, 9 and 11 to ascertain student needs and attitudes</li> <li>▪ Differentiate the curriculum to meet the range of student needs</li> <li>▪ Provide students with the opportunity to be more involved in optimizing the classroom learning environment at Year 10</li> <li>▪ Implement revised student management policy and establish consistent approach amongst staff</li> <li>▪ Communicate and pursue high but realistic expectations from all within the school community</li> <li>▪ Develop teams of staff who are significant to Year 7, 8 and 9 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Year 10 program</li> <li>• Improvement in targets for Year 9 and 10 students.</li> <li>• Revised student management policy implemented</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ Extend individual learning goals into plans for all Year 7 - 10 students.</li> <li>▪ Implement and review digital portfolios and student led, parent - teacher interviews with Year 7, 8 and 9</li> <li>▪ Provide students with the opportunity to be more involved in optimizing the classroom learning environment at Year 8</li> <li>▪ Maintain the Middle and Later Years SRC to encourage leadership and gain student voice</li> <li>▪ Expand leadership opportunities to provide more role modelling and mentoring by senior students across the school</li> <li>▪ Provide a focus group at Year 7, 8, 9 and 11 to ascertain student needs and attitudes.</li> <li>▪ Differentiate the curriculum to meet the range of student needs</li> <li>▪ Provide a focus on and specific additional opportunities for Year 8 students to engage, excel and celebrate in their learning</li> <li>▪ Consolidate the student management policy and consistency of approach by staff.</li> <li>▪ Communicate and pursue high expectations and values from all within the school community</li> <li>▪ Develop teams of staff with home-group teachers who are significant to particular groups of students for more than one year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review Year 8 program</li> <li>▪ Improvement in targets for Year 8 students</li> <li>• ILP implemented.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Maintain individual learning plans for all Year 7 - 10 students.</li> <li>▪ Implement digital portfolios and student led, parent - teacher interviews with Year 7, 8 and 9</li> <li>▪ Maintain the Middle and Later Years SRC to encourage leadership and gain student voice and ensure role modelling and mentoring by senior students across the school</li> <li>▪ Provide a focus group at Year 7-12 to ascertain student needs and attitudes.</li> <li>▪ Review the student management policy</li> <li>▪ Maintain high expectations from all within the school community and focus on school wide values</li> <li>▪ Develop teams of staff with home-group teachers who are significant to particular groups of students for more than one year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in targets for all year levels.</li> </ul>

## **School Council Endorsement**

Healesville High School endorsed the new School Strategic Plan at its meeting on 1<sup>st</sup> December 2008

Electronic copy forwarded to Eastern Metropolitan region for approval on 2<sup>nd</sup> December 2008

## **Healesville High School Endorsement**

George Perini

**Acting Principal**

**Date:**

Jenny DeWitte

**School Council President**

**Date:**

## **Department of Education and Early Childhood Development Endorsement**

Dr. Jim Watterston

**Regional Director**

**Date:**

Barbara Crowe

**Regional Network Leader**

**Date:**